

2014 Arizona Archaeology and Heritage Awareness Month
Archaeology Expo Participant Application Form
“From Desert to Mountain: Valuing Our Heritage”
Catalina State Park
Saturday, March 29, 2014

Dear Participants: We are very excited about the upcoming Expo! This year’s Expo will be a one-day event only, and will be sponsored by the State Historic Preservation Office (SHPO), and hosted by Arizona State Parks. Also, due to a continued lack of funding for the Expo, we are asking participants to supply their own tents, tables, and chairs. Thanks!

EXHIBITOR INFORMATION

Contact Person: _____

Organization: _____

Mailing Address: _____

Telephone No.: _____

E-mail Address: _____

EXHIBIT INFORMATION

Nature of Exhibit: (Please check all that apply)

☐ Adult-oriented ☐ Kid-oriented ☐ Both adults and kids

☐ Demonstration ☐ Hands-on activity ☐ Living history re-enactment

☐ Other (please describe briefly) _____

☐ Does the exhibit meet any of the Girl/Boy Scout Merit Badge Requirements? (See attached sheets)

Number of Spaces Needed: _____ (Please note: Each space is what you can fit under your “pop-up” tent [i.e., 10’ x 10’]; so, please try to keep to one space, if possible.)

Electricity Needed?: YES _____ NO _____ (Please note: At this point in time, we do not know if electricity will be available; if you would like electricity, please let us know, but be prepared to use an alternative exhibit that doesn’t require power. Thank you!)

2014 Archaeology Expo Participation Form

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Description of hands-on activity: _____

I request space next to (organization name): _____

Content of Exhibit: (Please check all that apply)

General Geographic Area

____ Northern Arizona
____ Eastern Arizona
____ Western Arizona
____ Southern Arizona
____ Central Arizona

____ Other

Time Period(s)

____ Paleo-Indian
____ Archaic
____ Formative
____ Protohistoric
____ Historic
____ Contemporary

____ Other

Culture(s)

____ Anasazi
____ Salado
____ Sinagua
____ Hohokam
____ Tribal
____ Mogollon
____ Spanish
____ Hispanic
____ Anglo
____ Other

Theme or Technology (e.g., historical archaeology, ceramics, lithics, irrigation, plant use, agriculture, etc.): _____

Please submit this form by February 28, 2014

Submit to:

Kris Dobschuetz, Compliance Specialist
State Historic Preservation Office
1300 W. Washington
Phoenix, AZ 85007
kdobschuetz@azstateparks.gov
FAX: (602) 542-4180

For more detailed information regarding the Expo, please contact Kris Dobschuetz at (602) 542-7141 or by e-mail (kd2@azstateparks.gov).

THANK YOUR FOR YOUR PARTICIPATION!!

Please note that the SHPO has the right to refuse participation – all excavations and research featured must meet state and/or Secretary of Interior's standards for archaeological investigations.

**Girl Scouts – Arizona Cactus-Pine Council, Inc.
Council Patch Program**



ARCHAEOLOGY

ACTIVITIES:

Brownie Girl Scouts:

Complete starred activities only.

Junior Girl Scouts:

Complete starred activities plus two additional activities.

Cadette/Senior Girl Scouts:

Complete two Skill Builders, one Technology, and one Career Exploration, one Service, and two from any category.

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- * 1. Find out what archaeology is and how it relates to anthropology. Learn the definitions for culture, site, feature, and provenience. (Skill Builder)
 - * 2. Attend an archaeology field, visit a museum or participate in a simulated dig in your community in order to learn more about the subject under the direction of an archaeologist or technician. (Career)
 - * 3. Learn about the techniques and tools used to do the kind of work in which you are participating. (Technology)
 - * 4. Learn what artifacts are and how to identify them. Learn how artifacts are preserved and why. (Technology)
 - 5. Learn the correct format and style to be used when reporting an archaeology project. Keep a log of your daily activities, a journal detailing your work, take photographs or draw interesting features of your day. (Career)
 - 6. Learn about the culture of the people you are studying: (Skill Builder)
 - a. Their environment and how it affected their lifestyle
 - b. What their houses were like
 - c. How and where they got their food
 - d. Ceremonies and special events they might have had
 - e. Jobs the children might have had
 - f. What they made (clothes, utensils, tools, and arts and crafts)

ARCHAEOLOGY

- 7. Recreate a past utensil, craft, tool, or leisure pastime of the people who lived at your site. (Technology)**
- 8. Learn about or visit a site that is a national landmark or a national register site. Find out why it was nominated. (Skill Builder)**
- 9. Compare two sites, one historic and one prehistoric. How are they similar? How are they different? (Skill Builder)**
- 10. Learn about the laws pertaining to archaeology. (Skill Builder)**
- 11. Interview an archaeologist and find out what education she/he needs and what types of work she/he does. (Career)**
- 12. How does an archaeologist find sites? Learn about cultural resource surveys and inventories. What kinds are there and how do they differ? How are they done? How are sites identified? (Career)**
- 13. Learn how to clean artifacts and why a particular cleaning process is used. What happens to artifacts and documentation records after they are catalogued? (Technology)**
- 14. Visit another archaeological site or museum in your community. Are the people the same? Older? Younger? What did they do? (Skill Builder)**
- 15. Do methods of classification differ by material? Learn about methods for bones, pollen and plant remains, and pottery and stone tools. What information do these methods and techniques of analysis give us about the adaptations of past human cultures and the behavior of the members of these cultures? (Career)**
- 16. Understand how the natural and social environments surrounding your site may have influenced the people living there. (Skill Builder)**
- 17. Learn about how and why sites are stabilized and interpreted for the general public. Visit a stabilized site that is open to and interpreted for the public. Why was this done? How is information about the site and archaeology shared with the public? What should you do about vandalism? What is the Site Steward Program? (Technology)**
- 18. Learn more about the parts of an archaeological record, plant remains, site boundaries, animal bone, datable material, and human remains. What kinds of sites, features, and artifacts are found in your area? How do they reflect past human behavior and use of the environment? (Skill Builder)**

NOTE: Girls may earn this patch at each program level.

Archaeologists are detectives who study how people lived in the past. They figure out what happened, when, how, and why. Using the clues that people left behind, they try to understand how and why human culture has changed through time.

Requirements

1. Tell what archaeology is and explain how it differs from anthropology, geology, paleontology, and history.
2. Describe each of the following steps of the archaeological process: site location, site excavation, artifact identification and examination, interpretation, preservation, and information sharing.
3. Describe at least two ways in which archaeologists determine the age of sites, structures, or artifacts. Explain what relative dating is.
4. Do TWO of the following:
 - a. Learn about three archaeological sites located outside the United States.
 - b. Learn about three archaeological sites located within the United States.
 - c. Visit an archaeological site and learn about it. For EACH site you research for options a, b, or c, point it out on a map and explain how it was discovered. Describe some of the information about the past that has been found at each site. Explain how the information gained from the study of these sites answers questions that archaeologists are asking and how the information may be important to modern people. Compare the relative ages of the sites you research.
5. Choose ONE of the sites you picked for requirement 4 and give a short presentation about your findings to a Cub Scout pack, your Scout troop, your school class, or another group.
6. Do the following:
 - a. Explain why it is important to protect archaeological sites.
 - b. Explain what people should do if they think they have found an artifact.
 - c. Describe the ways in which you can be a protector of the past.
7. Do ONE of the following:
 - a. Make a list of items you would include in a time capsule. Discuss with your merit badge counselor what archaeologists a thousand years from now might learn from the contents of your capsule about you and the culture in which you live.
 - b. Make a list of the trash your family throws out during one week.

Discuss with your counselor what archaeologists finding that trash a thousand years from now might learn from it about you and your family.

8. Do ONE of the following:

- a. Under the supervision of a qualified archaeologist, spend at least eight hours helping to excavate an archaeological site.
- b. Under the supervision of a qualified archaeologist, spend at least eight hours in an archaeological laboratory helping to prepare artifacts for analysis, storage, or display.
- c. If you are unable to work in the field or in a laboratory under the supervision of a qualified archaeologist, you may substitute a mock dig. To find out how to make a mock dig, talk with a professional archaeologist, trained avocational archaeologist, museum school instructor, junior high or high school science teacher, adviser from a local archaeology society, or other qualified instructor. Plan what you will bury in your artificial site to show use of your "site" during two time periods.

9. Under the supervision of a qualified archaeologist or instructor, do ONE of the following:

- a. Help prepare an archaeological exhibit for display in a museum, visitor center, school, or other public area.
- b. Use the methods of experimental archaeology to re-create an item or to practice a skill from the past. Write a brief report explaining the experiment and its results.

10. Do ONE of the following:

- a. Research American Indians who live or once lived in your area. Find out about traditional lifeways, dwellings, clothing styles, arts and crafts, and methods of food gathering, preparation, and storage. Describe what you would expect to find at an archaeological site for these people.
- b. Research settlers or soldiers who were in your area at least 100 years ago. Find out about the houses or forts, ways of life, clothing styles, arts and crafts, and dietary habits of the early settlers, farmers, ranchers, soldiers, or townspeople who once lived in the area where your community now stands. Describe what you would expect to find at an archaeological site for these people.

11. Identify three career opportunities in archaeology. Pick one and explain how to prepare for such a career. Discuss with your counselor what education and training are required, and tell why this profession might interest you.